

Expectations and Feedback Activity

Activity

In breakout rooms, discuss and summarize on your slides (find your Room number):

- What challenges can the graders face?
 - How does it affect the learners?
 - What are some strategies to handling such situations?
 - What could be done to avoid such issues?
-
- Timeline
 - 20 mins working on slides in breakout room (I'll keep the time)
 - 5 mins break + “gallery walk”: look individually at other group's slides
 - Discussion as a large group

Room 1

Case Study 1:

You are holding a 1.5-hour exam viewing for a class with 100 students. 30 students show up. At a given time, 6 students have their hand raised because they want to know how their essay question was marked and ask for advice on how to do better on the next exam. You are panicking because you would like to give students feedback, but you are also conscious about the time constraint. What can go wrong in this format of exam viewing? How could you facilitate exam viewing more effectively?

Notes for Room 1

- Challenges
 - Time constraint; TA outnumbered;
- Impact on learners
 - Time wasted if no feedback provided; discouraging if grading is opaque/unclear;
- Strategies to handle situations
 - Rely on rubric; address core issues re: class and evaluation goal
 - Provide more detailed feedback @ later date (email/meeting later?)
 - Hold secondary feedback session/office hour for students that didn't have adequate feedback in initial
 - Provide general feedback on recurring issues to group (via email/in class)
 - Walkthrough questions with most issues step by step to provide deeper feedback
- How to avoid issues
 - For future evaluations, provide more detailed feedback on exam
 - Upload exam results/answers with feedback for their review; hold multiple exam viewing sections
 - Dedicated form to request individual feedback on evals – review together in tutorial

Room 2

Case Study 2:

A student complains that the answers on the grading rubric are different from what the exam question is asking. As a result, they received a low mark even though their answer is correct.

Notes for Room 2

A student complains that the answers on the grading rubric are different from what the exam question is asking. As a result, they received a low mark even though their answer is correct.

What challenges can the graders face?

- Powerlessness in change of rubric because the professor controls it
- Powerlessness due to lack of control of what goes on the exam in the first place
- The grader may not be the TA yourself, and the grade is not assigned by you

How does it affect the learners?

- It might strain student-TA relationship
- Confusing/ discourage the learners

What are some strategies to handling such situations?

- Speak to the professor to understand why such a change is implemented
- Encourage the student to communicate with the professor

What could be done to avoid such issues?

- Before the exam, reflect on the marking scheme to judge how fair it is
- Try to get feedback from the teaching team, or peers of the teaching team, to have second opinion on the grading scheme

Room 3

Case Study 3:

A TA has a grading rubric set up for grading. The TA begins grading and notices that quite a significant number of students are missing a component that has been assigned points in the grading rubric. The TA goes ahead to grade all the scripts and penalizes all students for the missing component.

Feedback given by TA in grading is “Not complete...”

After grading the TA posts the solutions for the assignment without any comments.

Notes for Room 3

Strategies for handling the situation:

- Communicating with the instructor to adjust the rubric/grading (e.g., dropping the missing component from the grade)
- 'Not complete' feedback is unfair, student would not know what the mistake has been (give more detailed feedback)

How to avoid such issues in the future:

- Ensure that the instructions are clearer and that students know everything that is expected of them (e.g., make sure the written instructions match the rubric and that students know how to access the rubric)

Room 4

Case Study 4:

You have multiple TAs grading the same question for the assignment. Even though you used the same rubric, the feedback given to students varies from TA to TA. Students come to your office hour and ask questions about the grading and you realize that you did not grade those scripts.

Notes for Room 4

- Challenges:
 - Some marking can be subjective, so there will be differences between TAs
 - TAs may not be able to meet while grading the assessment
- Impact on learners:
 - Could seem unfair to them
 - Quality of feedback may differ based on who marked the script
 - Learner may feel that TAs are on on the same page/not very organized/professional
- How to deal with the problem:
 - Give feedback during joint grading sessions/decide on feedback together
 - Could go through student answer yourself and give your opinion on the weaknesses of the paper/script or review the comments of the other TA with the students
 - Suggest student also speak to the other TA
 - Refer to the rubric
 - Review the rubric with the instructor and other TAs to make sure that it is correct and that everyone is on the same page
 - **Need to make sure that the TAs are all on the same page ahead of time**